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ABSTRACT

The Spanish Dame Bilingual Education Project, located in Santa Clara County, California, served 190 children who came from homes where the primary language was Spanish and who resided within the target area schools of the Alum Rock School District. The objectives of the preschool project were (1) to demonstrate a home-teaching procedure designed to improve the concept formation and language development environment of 80 children, ages 3-4; (2) to train 16 women from the community as home tutors; and (3) to give training to the mothers of the project children for improvement of their teaching techniques with their own children. The in-school project, for children in grades K-2, attempted to improve their language skills in Spanish and to provide a basic level of fluency in English. Some topics discussed are the training of paraprofessionals as home tutors; the development of a 1st and 2nd year curriculum in English and Spanish with the activities taught in Spanish; the instructional equipment and materials used; the parent-community involvement; the responsibilities of the project manager, preschool coordinator, in-school coordinator, and community resource assistant; and the implementation of a home intervention program, to include funding, personnel, training center, fringe benefits, substitutes, and evaluation instruments. (HBC)

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SANTA CLARA COUNTY
Office of Education
45 Santa Teresa Street
San Jose, California 95110

Final Report
July 1, 1972

BILINGUAL EDUCATION PROJECT
Mrs. Toni Micotti
Project Manager

RC006429

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CONTEXT

The Spanish Dame Bilingual Education project is located in the county of Santa Clara, which includes an area of 1,305 square miles and extends north and south for 60 miles. The population is presently estimated at 1,112,000 people. Some parts of the county are quite physically removed from the population center, the city of San Jose.

The Spanish Dame Bilingual project operates out of a module in the Alum Rock School District at the San Antonio School. The project serves two target areas: Mayfair and San Antonio School, both within the attendance boundaries of the Alum Rock District in San Jose. The Alum Rock District is located on the eastside of San Jose, and has 25 elementary schools. The total school population of the district is approximately 15,866, 39% of whom are Spanish surnamed.

In choosing the area the project was to serve, two factors were considered: relative stability of the population, and an already developed sense of concern and involvement in bilingual education.

While the median income for all households in Santa Clara County is $11,000, the income for the area served is $7,600. At San Antonio School, 48% of the students come from A.F.D.C. families, while at Mayfair School, the rate is 56%.

Enrollment turnover for the two project area schools is low. (San Antonio, for example, has an average turnover of 1.5% families per month.) Figures prepared by the Redevelopment Agency show the main duration of occupancy in Mayfair area houses to be 6.7 years. Twenty-eight percent of the residents have lived in the area 10 years or more.

SCHOOL SYSTEM

The project serves 190 children who come from homes where the primary language is Spanish and who reside within the target area schools of the Alum Rock School District. San Antonio has a school enrollment of 442 students with 80% Spanish surnamed. Mayfair has 505 students; 67% of them are Spanish surnamed.

Working relationships with district personnel have been good. We have kept them abreast of the progress in the Spanish Dame Bilingual Education project.

During the 1971-72 fiscal year, children who have been in our preschool program have been enrolled in two kindergarten classes and a first grade at San Antonio and Mayfair schools. A closely articulated program with the schools has been planned so those children having bilingual preschool experience stay together to continue in bilingual classes. The project has provided two instructional aides, while the district has provided more aides from Title I.

NEEDS ASSESSMENT

Professional personnel from the County Office of Education and the Center for Planning and Evaluation (CPE), formerly the Santa Clara Pace Center, were deeply involved in the preliminary planning and selection of the pilot site best suited to meet the needs of Spanish-speaking children in the Santa Clara County. An Interim Advisory Committee, consisting of parents and others from the initial target areas, also contributed to the planning.

Santa Clara County has a population of 1,112,000, of whom 17% are Mexican-American. Within California, Santa Clara County has the second largest number of public school children whose parents come from Mexico. At least 50% of these families use Spanish as their primary language. The children begin school with less command, or none at all, of the primary language of instruction - English, thus are behind their peers at the very beginning of their educational career. The problem is compounded if they happen to be poor which, in most instances, is the case.

As a further index of need in the two target area schools, San Antonio School has four preschool classes operating under California's AB 1331, with 60 children enrolled. Fifty-two of these children need instruction in English as a second language in order to function in a regular school situation. All five of the 1331 preschool units in the Alum Rock School District have waiting lists. All of the children served in this state-sponsored program must be certificated by the Welfare Department.

HISTORICAL BACKGROUND

CPE had preschool education as a program focus during its recent years. As part of the Center's operation, considerable data relevant to current preschool programs and practices were collected. An ongoing program which impressed the Center's staff was the "DARCEE Preschool Program," developed by the Demonstration and Research Center for Early Education at George Peabody College for teachers in Nashville, Tennessee. In that program, Black mothers from the community are trained to teach in the homes on a one-to-one ratio, involving the

project mothers in the training of methods and techniques of teaching their young children.

PROGRAM DESCRIPTION

In operation since July 1969, the Bilingual Education project (Spanish Dame School) has had the following main objectives:

Preschool

1. To demonstrate a home-teaching procedure in order to improve the concept formation and language development environment of 80 children, ages three to four, residing in homes where the primary language is Spanish and the income level is low;

2. To train 16 women from the community as home tutors. Each home tutor is responsible for five children who are taught 120 to 150 minutes daily. Classes are conducted in the homes of project children on a rotational basis while involving project mothers in the instructional activities.

3. To give training to the mothers of the project children so they can improve their teaching techniques with their own children.

In-School

1. To improve the Spanish language skills and provide a basic level of fluency in English to children in kindergarten, first and second grades.

This year the program served 190 children within two target area schools of the Alum Rock School District in San Jose. Low income characterizes the area: In San Antonio School, 48% of the students come from A.F.D.C. families; Mayfair has 56%.

In-school students in the bilingual classes include students with bilingual preschool experience as well as those not having any previous bilingual experiences. Ethnic backgrounds represented are: Mexican-American, Black and Anglo children. Each class has approximately 30 children.

The 80 children in the preschool program are recruited by:

1. Checking cumulative folders in target area schools for younger siblings;

2. The community liaison worker going from door-to-door;

3. Word of mouth;

4. District Superintendent's Bulletin;

5. Eastside newspaper.

The comparison groups used were from the same background and target area. Statistical data can be referred to in the final evaluation report written by the CPE. This year 32 pupils from the original 80 recruited left the program because parents moved from the target areas. Twenty-six students were added from a waiting list. The attendance during the school year was very good. In some classes, other neighborhood children and siblings attended classes regularly with the enrolled students.

Of the 74 students, 38 were boys and 36 were girls (42 three-year olds and 32 four-year olds). All came from the target area schools .

After the home tutors and the community liaison worker explained the program to interested parents in Spanish, a Home Interview form was used (see form #1) to acquire information about the child and the family. Children are selected according to age, target area and language needs.

Oral commitment from project parents insures the mother's participation in some of the activities during instruction in her home, as well as the use of her home once a week. Of the 16 home tutors trained, four have graduated from high school and one received her high-school diploma in June 1969. More than half the home tutors were enrolled during the year in Adult Education or extension courses such as: Speech, English, Nursery Programs, Child Psychology, Individual Instruction, Tutoring Skills, Early Childhood Psychology, Child Behavior, Math in a Nursery School Program, and Community Organization.

The home tutors were recruited through the local newspapers, Mexican radio stations, Superintendent's Bulletin and by word of mouth. Many were referred to us by the Alum Rock School District Classified Personnel Department.

The training of paraprofessionals as home tutors includes eight hours a week plus 95 hours of other pre-and inservice training - a total of 375 hours during the year. The training program, given by the staff members and other consultants, covers methodology and techniques of teaching bilingual children in Early Childhood Instruction, Cultural Awareness (History), Early Childhood Growth and Development, Psychology of Early Childhood Education, English as a Second Language, Parent Involvement, Communicative Skills, Use of Equipment, Methods and Techniques of Teaching Science, Social Environment, Art, Music, Math and Cognitive Skills. Those teaching in the in-school program learn to use equipment and materials being piloted for the first and second grades.

Once preschool instruction starts, there is daily planning and evaluation, lasting at least one hour per group with the preschool coordinator. Not all home tutors begin instruction in the home the same week, due to lack of materials. This gives the new tutor an opportunity to observe and team-teach with the more experienced person.

The home tutor involves project mothers as much as possible in the daily lesson activities. This strengthens their knowledge of Spanish and helps them become more aware of what and how to teach their own children. It also makes them aware of the reasons behind the concepts taught in the daily activities. Mothers are taught how to utilize whatever materials they have in their homes to teach their children.

The home tutors work six hours a day: two-and-a-half hours instruction, one-half hour travelling to and from homes, one hour planning the next day's lesson and evaluating that day. The rest of the time is spent visiting a parent; each parent is visited at least once a week. During these visits, the home tutors leave materials with the parents to help them help their children learn and to reinforce concepts necessary for the development of their children. Home tutors are evaluated twice a year by the preschool coordinator after observations are carefully noted (see form #5).

INSTRUCTION

The staff has developed a first and second year curriculum in English and Spanish with the activities taught in Spanish. Daily instructional lesson plans (30 weeks for the first year curriculum and 34 weeks for the second) include all the language development and concept formation necessary for three and four-year old Spanish-speaking children.

Since instructional materials in Spanish were found to be primarily monolingual in English at the preschool level, a new curriculum became imperative in order to meet the educational needs of children in this area.

The first year curriculum is used as a means of instruction for three-year olds. After four months of instruction with this curriculum in Spanish (except for some listening exercises in English), English as a second language is incorporated in the daily instruction. (The ESL materials include 17 weeks of daily English instruction.) By the end of six months, all the instruction is taught in both languages, with equal time allotted to each. Daily total teaching time does not exceed two-and-a-half hours.

Home tutors utilize every possible opportunity to encourage the children to express themselves while exposing them to new learning situations through both curriculums. The lessons, somewhat structured

and teacher directed, provide the children with many opportunities for creativity and individualized progress. The children are never made to feel ashamed or upset for not being able to achieve a particular goal. They are constantly encouraged and praised for their efforts in attempting to accomplish certain physical or cognitive skills.

Because the children are primarily monolingual in Spanish at the preschool level, instruction during the first few months of the program is only in Spanish. English songs and fingerplays are taught for the purpose of listening to the English sounds. The structured ESL curriculum increases the children's ability to comprehend and converse in English, increases their vocabulary, and helps them build sentence patterns rather than one or two word responses. Both curriculums have been written to make it possible to pace the materials as the children are ready for more difficult and more challenging activities.

The daily lesson plans state the objectives for each lesson, the activities and the materials needed. Procedures are then described in detail in Spanish and English, giving the home tutors a guide for presenting the day's curriculum.

Language development is stressed daily, and much effort is put into the total physical development of each child. The curriculum stresses verbal and physical efficiency, increases the child's knowledge and pleasure in his environment, and develops good self-concept.

Many of the materials and activities are geared for home teaching; therefore, materials used in the curriculum are those that could easily be made by project parents.

Concepts developed and presented in the Spanish curriculum are within the following categories of the daily lesson plans. The development of these concepts has been designed to go from concrete to abstract and from simple to complex.

Auditory Discrimination
Classification
Color Concepts
Community Awareness
Field Trips
Health and Cleanliness
Holidays
Identification
Labeling
Language Development
Likenesses-Differences
Measurement Concepts
Muscle Coordination
Music
Left-to-Right Progression
Number Concepts
Position Concepts
Property Concepts
Rhyming
Seasons/Weather/Temperature
Self Awareness
Sensory Perception (auditory, visual, tactile, olfactory)
Shape Concepts
Size Concepts
Time Concepts
Transportation
Verbal Expression
Whole Part/Whole Concepts
Top-to-Bottom Progression

These concepts are presented to the children through discussions, stories, songs, fingerplays, role playing, games developed for counting, labeling and identifying through films, records, flannel board presentations, art work, crafts, outdoor structures and free play, field trips, etc. Special problems affecting the children's educational progress are referred to the psychiatric counselor from Santa Clara County Office of Education and/or the San Antonio School nurse and speech therapist.

In 1971-72, the evaluative instruments used in the pre-and post-tests are: the Bettye Caldwell General Ability Test (Spanish), English/Spanish Vocabulary Comprehension Test (locally developed), the English test of grammar and vocabulary (locally developed), cultural awareness (post - locally developed - sampling only), self-concept (post - locally developed - sampling only).

References regarding these tests and scores can be seen in the statistical analysis attached to this report.

A careful anecdotal record is kept on the children, assessing the day-by-day progress of each child It also serves as means of checking out the efficiency and effectiveness of teaching procedures and the developed curriculum.

INSTRUCTIONAL EQUIPMENT AND MATERIALS USED

Audio	Motor	Visual
Phonograph	Puppets	Filmstrips
Cassette Recorders	Toys and Games	Story Books
Phono Viewers	Flannel Board	Charts-Small
Filmstrip Machines	Puzzles	Photographs
Projector Films	Pegs and Peg Boards	Films (movies)
Language Master	Parquetry Blocks, etc.	Slides
	Paint Brushes, etc.	Flannel Board Stories
	Play Dough and Clay	Pictures
		Puppets
		Card Games

This year the in-school component has included kindergarten and first grades. The project has developed a Kindergarten Bilingual Bicultural Guide to be used by the teachers in the bilingual kindergarten classes. Curriculum materials from the Spanish Curricula Development Center are currently being piloted in language arts, social science, science/math, fine arts and Spanish as a second language.

Results and progress made by the children can be seen in the statistical report written by the evaluators.

The success of the program can be attributed to the team effort of all involved in the project and the development of curriculum which is based on the needs of preschool Mexican-American children.

PARENT-COMMUNITY INVOLVEMENT

Parent involvement is a main emphasis of this program as is the training of paraprofessionals from the community to become home tutors. The interview form (#6) will indicate some of the necessary qualities we look for in a home tutor. Not only must she be bilingual, but sensitive to the needs of children and have good judgment.

The home tutor must be able to get along with other staff members, as well as with project parents. She should be in good health, have a sense of humor and the ability to project to parents the objectives of the project.

A module at San Antonio School is leased as a place of operation for the project. This room is used for daily planning and evaluation procedures, Advisory Committee meetings and inservice training, film viewing and other group activities. Originally, two vans were purchased to disseminate materials and to hold teachers' meetings. However, as the vans do not have the necessary space to accommodate large groups, they are presently being utilized for carrying large audio equipment to the homes where lessons are held.

Periodic review of the program is given to two committees. The Parent Advisory Committee is given information relative to the project's progress. They provide some input from all segments of the involved population relative to operational problems and provide feedback in planning the expansion of the program. The Administrative Advisory Committee includes the two target area school principals, administrative staff of the Spanish Dame School project, assistant superintendent from the Santa Clara County Office of Education, as well as the superintendent and assistant superintendent of the Alum Rock School District. This committee serves to keep the district personnel abreast of the program's progress and of project problems relative to the school environment.

STAFF

The Project Manager is responsible for the overall direction, coordination and supervision of the project; for pre-service and inservice training; for curriculum development with assistance of staff; for maintaining communication with the County Office, Project Coordinator and school district personnel; for completion of project tasks at the time delineated in the application; for fiscal control at project level; for internal process/product evaluation; for completion of all necessary forms and reports as specified in Title VII Guideline and Grant Award Document; and for the dissemination of project information/results to appropriate publics.

The Preschool Coordinator is responsible for assisting the project staff in the development of curriculum materials and methods; for evolving recruiting procedures of home tutors, children and mothers; for pre-service and inservice training and supervision of home tutors; for assisting in developing instruments to assess children's growth in acquisition of Spanish and English.

The In-School Coordinator is responsible for providing pre- and inservice training to teachers and instructional aides involved in the bilingual program; for supervising and evaluating instructional aides with the classroom teachers, as well as evaluating the classroom teacher with the school principal, in relation to bilingual teaching; for working closely with the curriculum specialist in developing curriculum at the bilingual grade levels and providing any translation necessary to carry on the bilingual project; for working closely with the community liaison worker to provide additional resources for teachers to bring the school and home closer together; and for working with the Preschool Coordinator.

The Community Resource Assistant (community liaison worker) determines services available through various agencies and organizations. She works closely with project staff in determining family needs that can be met by existing agencies, organizations and individuals within the county; meets with project staff and agencies in an effort to meet needs without costly duplication of effort; provides speakers for inservice training from community agencies; assists in recruitment of project children; follows up on referrals to meet health needs; attends all Advisory Committee meetings; develops community interest and participation in project activities.

Other personnel staff includes two full-time bilingual secretaries.

IMPLEMENTATION OF A HOME INTERVENTION PROGRAM

The following are items to be considered in implementing a home intervention program:

Funding

This, of course, is a very crucial item to consider following the assessment of the area to be served, as this will determine the financial need. Depending on the extent of the project, the program can be replicated serving 80 preschool students, 16 home tutors, a director and preschool coordinator with less than $80,000. One can use it for less however using volunteer mothers or work-study students to teach in the homes.

Personnel

Those students chosen to teach in the homes should come from the community. They should be sensitive to the needs of children, particularly those they are serving, be alert, creative and willing to learn. Good reasons for hiring female, instead of male, tutors are particularly noticeable when visiting Mexican-American families. For example - there is no question asked by the project father if a female tutor enters his home while the mother is alone. Whereas if a male tutor were to enter the home, he would not be as acceptable to the husband. Furthermore, parents (particularly mothers) relate more to a female home tutor. When a parent feels free to talk about personal problems, it allows us to help the family in areas of health, nutrition and social services.

The training mentioned previously should include an intensive workshop on all those areas. Of special importance is a greater knowledge of the Mexican-American culture and the ability to establish rapport with children, families and co-workers. Home tutors spend many hours working with other home tutors during the planning and evaluation periods; therefore, a great deal of team work is necessary. Therefore, it is important to stress HOW to work together as a team, without pettiness and jealousy, as well as to respect each other's feelings. A sensitivity session or awareness of each other's feelings is important from the very beginning of the teaching year.

Training Center

It is difficult to find an inexpensive place as a training center. The area chosen should definitely be near or in the community being served. It should also be an area large enough where teachers can work and have space for materials used on a daily basis. Materials should be placed in cabinets that can be locked as vandalism occurs often. Balance boards, audio equipment and other large materials should also be placed in a safe place.

Fringe Benefits

Unless a program has volunteer home tutors, there is a need for some fringe benefits such as: vacation pay, sick leave, and mileage. Even though an effort is made to group classes geographically, there are always a few groups where children need transportation.

Mileage, insurance and a car in good working condition are essential when children are being driven back and forth to class. Cars are also needed for field trips in the nearby neighborhood and around the city. Bus arrangements by the school district or other agencies would be desirable. Donation of a bus for these purposes would be ideal. Without a bus it is necessary to make several trips in order to transport all the children to the place where a particular field trip is taking place. Insurance is vital to cover any mishaps that may occur.

Substitutes

This is a luxury and an added benefit for home tutors. When a home tutor is ill, she knows her group of children will be taught so students do not fall behind in learning certain concepts. The substitute home tutors should be carefully trained and chosen. They should be paid for the training they receive in order for them to be well prepared to teach any class. This means that they must also have the materials (curriculum in Spanish and English) and be free to substitute on two hours' notice. Notifying the substitutes the evening before is important although sometimes unfortunate situations and emergencies occur that cannot be helped.

Evaluation Instruments

Instruments to assess pupils' progress should be carefully chosen. The evaluation reports (CPE report) shows statistical analysis of the pre- and post-testing administered this school year. Paraprofessionals are trained by the project manager and personnel from CPE to administer the testing.

The tests used for children in the project include: English/Spanish Vocabulary Comprehension test, English test of Grammar and Vocabulary, Bettye Caldwell General Ability Test, Parent Interview by Home Tutors, Cultural Understanding, Home Interview Form, and Self-Concept.

Other rating forms are used: Child's Checklist (every eight weeks), Home Observation Checklist (twice a year).

These are done by the home tutors and are reviewed by the preschool coordinator. These forms help in the revision of curriculum in order to meet the educational needs of the children.